

Developing IT-Based Supplementary Listening Material for ‘Bahasa Inggris Kelas XII’

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Abstract

This study is aimed at developing Informational Technology Based Supplementary Listening Material for ‘Bahasa Inggris Kelas XII’ and describing the effectiveness of the developed supplementary listening materials. The research belongs to an Educational Research and Development (R&D) and adopted the ten steps of Borg and Gall’s model (1983) which are simplified into three main stages. They are: (1) Preliminary Study, (2) Development and (3) Field Testing. The material development follows Nation and Macalister’s curriculum design model in which needs, environment and principles were taken into account in determining the content and sequence to achieve the goals, format and presentation of the materials and monitoring and assessment. The developed listening materials consist of student work book and audio recording created with listening media and cool edit deluxe programs. The findings shows that (1) the developed IT based supplementary listening materials yields effective listening materials for the 12th grade students and (2) the effectiveness of the product helps students to achieve the targeted competences.

Keywords: *IT based, material development, supplementary listening materials*

Background

To improve the quality of education and the demand of the global development, curriculum is revised or changed from time to time. Now Indonesia is implementing 2013 Curriculum. As stated in the basic competences which have to be achieved, English language teaching should help the students to develop four language skills, listening, speaking, reading and writing. As the curriculum has different orientation from the previous one, of course it demands some different things. One of them is the teaching material which is a key component in language teaching (Richard 2006:251) and it is a vehicle to achieve the goals (Nation and Macalister 2010:2).

The teaching material is so important in learning activities that the government actually has provided books entitled ‘Bahasa Inggris’ for students and teachers. However, the research

found that the books do not cover sufficient materials to develop the four language skills. The document analysis showed that the book does not cover sufficient listening material. Though listening has a very important role in real communication – 45% of the communication activity – it has been popular that in English Language Teaching listening is described as the ‘neglected’, ‘overlooked’ and ‘taken for granted’ skill (Tricia Hedge, 2014 : 227). From the need analysis the availability of listening material is really expected.

It is not easy to find listening materials which really match the basic competences required by the curriculum. Teachers should be creative to design the materials themselves or modify the ones they may find from other sources. But it is not very easy for all the teachers.

Another thing to consider is that English is learned in Senior High School only 2 hours a week. In this very limited time, teachers have to help the students to develop the four language skills. It means that teachers have to be creative in making the class fun and designing interesting materials which are presented attractively in order that the students have great motivation in learning English. If they have great motivation and love learning English they will find their own ways to learn English more outside the classroom.

To shape this condition, IT based materials are badly needed. Why should it be IT-based? Because students in this era have been accustomed to using some sophisticated IT based gadget so conventional materials are not interesting anymore for them.

Based on the background above, this study is then aimed at developing listening materials which covering text types, language functions, language items, listening skills and task and revealing the effectiveness of the developed listening materials in enhancing the students’ involvement in developing their listening skills.

This study is related to listening material development based on the 2013 curriculum for the 12th graders. It is categorized as Research and Development (R&D) study proposed by Borg, Borg and Gall (1989), in which the research findings are products and procedures which are systematically field-tested, evaluated and refined until they meet specific criteria of effectiveness, quality or similar standards..

The material development followed Nation and Macalister’s model. It started from determining the goals and then content and sequencing, format and presentation and monitoring and assessment. In each part of the models, needs, environment and principles were taken into consideration in order that the products are appropriate and effective to be used in real class.

Since the sufficient listening materials for the 12th graders are not available yet, this material development is really expected. The study is expected beneficial for researcher herself, English teachers, students, policy maker, the English Department students and the English teaching.

Methodology

Research type

The study is categorized as Research and Development (R&D) study. Borg and Gall (1983: 775) suggest ten steps which in this study were simplified into three as can be seen in the following diagram:

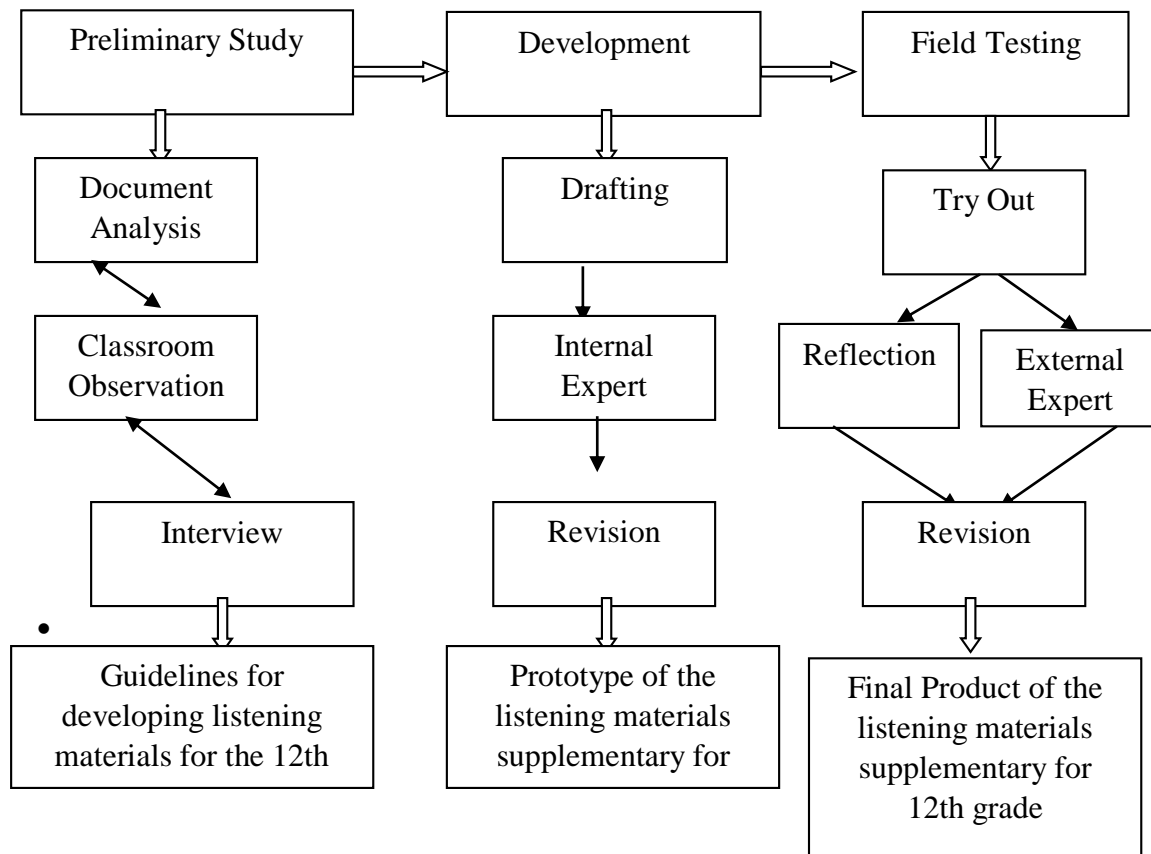


Figure 1. The Model Diagram of the Research Procedure

Each step has three activities. The first step, preliminary study involves three activities – document analysis, classroom observation and interview. This steps, was done to find the needs which were needed to obtain guidelines for developing listening materials for the 12th grade students.

The second step, development, consists of drafting, internal expert judgment and revision. Using the guidelines for developing listening materials for the 12th grade students obtained in the first step, the listening materials were designed.

In the third step, field testing, the prototype of the supplementary listening material was tried out in the real class to find the effectiveness of the materials and also the weaknesses which were needed for the improvement.

Research Setting

The study was conducted from July 2nd, to December 2nd, 2017 at SMA N 2 Playen that is on Jl. Wonosari Jogja Km.5 Logandeng Playen, Gunungkidul. The research involved 24 of the 189 XII graders and the teachers of grade twelve of SMA Negeri 2 Playen at the first semester in academic year of 2017/2018. The research was conducted in XII Science 2 as the students in this class have average achievement in English.

Data Collection and Instruments

The researcher used qualitative data. The qualitative data were used to identify the students needs and the teacher's needs and the evaluation in expert judgement. In this study, some techniques were used in collecting the data.

Table 1
Data Collection Scenarios

No	Data	Technique	Sources
1	<ul style="list-style-type: none"> • Basic competences which students need • Listening material 	<ul style="list-style-type: none"> • Document analysis 	<ul style="list-style-type: none"> • Permendikbud no 24 Student book Teacher book
2	<ul style="list-style-type: none"> • Teacher-Students interaction in listening class 	<ul style="list-style-type: none"> • Classroom observation 	<ul style="list-style-type: none"> • Classroom listening activity
3	<ul style="list-style-type: none"> • Teacher's needs 	<ul style="list-style-type: none"> • Interview 	<ul style="list-style-type: none"> • teachers of 12 graders

Document analysis and Literature Review was used to analyze and find out the students' needs based on the 2013 curriculum. It was needed due to the changes and the revision of the curriculum. The two important documents which were analyzed were Permendikbud No 24 year 2016 as the revision of the 2013 syllabus and the student book 'Bahasa Inggris'.

Classroom observation was a qualitative method of measuring classroom activities from direct observations. This activity was needed to observe what teacher and students did in the listening class, to find out if the students had sufficient exercise in their listening class and to obtain the sample of data on listening materials and its coverage.

Interview was carried out to question to some fellow teachers who have implemented the 2013 curriculum. Since the researcher found that the book provided by the government does not give sufficient listening materials, the questions were related to the availability of the listening materials some inputs or suggestion about the topics, text types and the language functions to be developed and what kinds of activities or exercise are chosen to carry out the materials.

Besides interviewing some fellow teachers, the researcher also needed to interview the students in order to get information whether the material is effective to be implemented in the classroom activity.

To obtain the data, some instruments were needed. In this study the researcher used three kinds of instrument: Question List as a guidance for the interview and field notes which were taken during the observation and field testing

Data Analysis Techniques

The qualitative data was gathered from the document analysis, classroom observation, the interview with the teachers, the notes from the expert judgment, the interview with some students. The data was analyzed using several steps proposed by Miles and Huberman (1994).

Data reduction: the process of transforming masses of data into smaller number of categories. The data obtained from the interview transcripts and field notes were reduced and organised, for example coding, writing summaries, discarding irrelevant data and so on. At this

stage, try and discard all irrelevant information, but it was noted and considered later if required, as unexpected findings to re-examine some data previously considered unnecessary.

Data display: organizing the information to be displayed in a clear way. The information can be described and use forms such as table, chart and diagrams.

Data conclusion: deciding what things means. These initial conclusions can then be verified, that is their validity examined through reference to the existing field notes or further data collection.

Finding and Discussion

Two main points are presented below to reveal the findings in this study: (1) The development of the IT based supplementary listening material based on the 2013 Curriculum for 12th graders and (2) the effectiveness of the developed materials for the real class.

The development started from document analysis. The study started by analyzing some documents to find out the needs of the students and the goals of the English language teaching. The first document to be analyzed was Permendikbud no 24 as the revision of the 2013 curriculum. From the analysis, there are 5 basic competences which demand the development of listening skills. They are Basic Competence 3.1, 3.4, 3.5 and 3.6. and 3.7 The basic competences can be seen in table 4.

Based on the analysis, five of the basic competences need listening materials. They are the basic competences which relate to some language functions: offering help, suggestion and text types: and news item, procedure and song.

After identifying the basic competences and which skills have to be developed, the next activity was evaluating the student book. The book evaluation was needed to find out if the book provides materials which develop students' four language skills.

The table below listed the materials for the 7 Basic Competences related to the four language skills which are covered in the book.

Table 2

The materials for the 7 Basic Competences

Chap Ter	Materials	L	S	R	W
1	Offering help	-	Dialogue text	Dialogue text	Incomplete dialogues
1	Expressing suggestion	-	Give suggestion to a friend	- Text : Let's visit Seattle - Incomplete sentences	A place to visit (Students write some suggestions)
5	Application letter	-	-	- An application letter and a list of questions - Incomplete sentences	- A job vacancy based on which students write an application letter
2	Caption text	-	- Answer the questions	- some caption texts	- pictures - incomplete dialogue

			- Practice a dialogue		
11 12	News item	- Text and question about illegal logging - Text about recycling plastic bags	- Text and question about illegal logging Notes from a journalist notebook - Pronounce some words	- Read and answer questions - Fill the blanks	- Notes from a journalist notebook
14 15	Procedure	- Text about how to make chocolate dipped strawberry - List of words	- List of words - Incomplete dialogue to - A recipe	- A text and questions - Fill the blanks	- A recipe - Jumbled sentences - Generic structure based on which students write a procedure text
16	Song	Incomplete song text	Pronounce the words in the song A song which students should talk about in front of the class	- Song lyric and questions	A song lyric

The chapters which are not listed in the table above contained materials which are not demanded anymore based on Permendikbud no 24 as the revision of the 2013 syllabus.

From the table above it is clear that the book does not cover completely the material which develops students' listening skills. The book provides some, indeed, for news item and procedure text but the texts are too long for a listening material and the teacher should read the text because the book is not completed with the audio. Besides, the book does not provide enough exercise and evaluation related to this skill.

To see its content and materials organization of the book, the researcher tried to present the result of the book evaluation for grade XII. The table below listed the materials for the 7 KD related to the four language skills which are covered in the book.

Table 3
The result of book analysis

Chap Ter	Materials	L	S	R	W
1	Offering help	-	Dialogue text	Dialogue text	Incomplete dialogues
1	Expressing suggestion	-	Give suggestion to a friend	- Text : Let's visit Seattle - Incomplete sentences	A place to visit (Students write some suggestions)

5	Application letter	-	-	- An application letter and a list of questions - Incomplete sentences	- A job vacancy based on which students write an application letter
2	Caption text	-	- Answer the questions - Practice a dialogue	- some caption texts	- pictures - incomplete dialogue
11 12	News item	- Text and question about illegal logging - Text about recycling plastic bags	- Text and question about illegal logging Notes from a journalist notebook - Pronounce some words	- Read and answer questions - Fill the blanks	- Notes from a journalist notebook
14 15	Procedure	- Text about how to make chocolate dipped strawberry - List of words	- List of words - Incomplete dialogue to practice - A recipe	- A text and questions - Fill the blanks	- A recipe - Jumbled sentences - Generic structure based on which students write a procedure text
16	Song	Incomplete song text	Pronounce the words in the song A song which students should talk about in front of the class	- Song lyric and questions	A song lyric

The main findings in the Document Analysis :

- 1) The material needed for listening activity relates to two language functions: offering help and expressing suggestion and their responses and two text types : news item and procedures text.
- 2) The student book 'Bahasa Inggris' for grade XII does not cover listening material related to the two language functions required to learn.
- 3) The book provides only two news item script listening texts and one procedure text which are too long as a listening material for SMA students.
- 4) The book is not equipped with a recording which trains the students to listen to the native language.
- 5) The book does not provide exercises as a mean to get feedback to see how well the teaching and learning process is carried out.

Classroom observation

In this step, the researcher observed the classroom activity in grade XII Natural Science 2 Class.

The findings in the classroom observation are:

- 1) The students participated actively and enthusiastically.
- 2) The students still found it difficult to listen to English sentences.

- 3) The students did not get sufficient opportunity to practice listening.
- 4) The students needed more listening material to make them familiar with listening to English words.
- 5) The students needed an exercise to evaluate their achievement in listening.
- 6) The teacher managed the class well and had a lot of experiences in developing IT-based teaching media, yet she had not developed listening material. Therefore, a listening material is still expected to be developed for the listening class in SMA Negeri 2 Playen.
- 7) The teacher did not have sufficient listening material.
- 8) The book provided does not cover sufficient listening material. Therefore, the availability of the material depends on the teacher's creativity.

Interview

The last activity supporting the preliminary research was interview. The activity was done on August 15th, 2017. It was conducted after a workshop for English Teachers in Gunungkidul finished. The interview was needed to find out if the teachers need supplementary material for the student book and what kind of material they needed.

The result of the interviews gave the researcher some inputs which helped her to develop the listening materials. The summary of the results of the interviews are listed below:

1. Language expressions to be developed : offering help and suggestion which follows 'if clause'
2. Text types to be developed : news item and procedure
3. The procedures of teaching and learning activities adapt the three phase techniques – pre, whilst and post listening activities which were integrated with scientific approach: observing, questioning, collecting information, associating and communicating.

Development

Finding some problems in the preliminary study, the researches decided to get a solution and fulfill the students' and teachers' needs by developing a supplementary listening material. The development of the materials was done through three steps: drafting, internal expert judgment and draft revision.

Referring to Nation's curriculum design model the goals of the development of the supplementary listening material was to fulfill the students' need. From the needs analysis done in the preliminary research that is document analysis, classroom observation and interview, the XII grade students needs listening materials that will help them to develop their listening skills and to achieve the basic competences stated in the 2013 Curriculum.

The basic competences which need listening materials are as follows:

Table 4
Goals of the material to be developed

KD/ BC	Goals	Indicators
3.1 4.1	<p>Applying the social function, text structure and language elements/items in interpersonal text both in the written and spoken text that involve expression of offering help and its response based on the context . (Pay attention to language item: May I help you?, What can I do for you? What if ...?)</p> <p>Creating written and spoken interpersonal text using expressions of offering help and its response by considering its social function, text structure and language element/item correctly based on the context.</p>	<ol style="list-style-type: none"> 1. Identifying the topic of a dialogue 2. Recognizing a range of spoken text 3. Responding and offer 4. Identifying the setting of a conversation 5. Identifying the roles and the relationship of the participants 6. Extracting specific information 7. Practicing a dialogue (turn taking)
3.5 4.5	<p>Applying the social function, text structure and language elements/items in interpersonal text both in the written and spoken text that involve expression of conditional followed by instruction/ suggestion based on the context. (Pay attention to language item: if followed by imperative, can, should)</p> <p>Creating written and spoken interpersonal text using expressions of conditional followed by instruction/ suggestion correctly by considering its social function, text structure and language element/item based on the context</p>	<ol style="list-style-type: none"> 1. Identifying the topic of a dialogue 2. Identifying the setting of a conversation 3. Identifying the roles and the relationship of the participants 4. Extracting specific information 5. Responding a suggestion 6. Practicing a dialogue (turn taking)
3.6	Differentiate the social function, text structure and language element of some text especially procedure text about simple manuals and tips both in written and spoken form by giving and getting information based on the context	<ol style="list-style-type: none"> 1. identifying the topic 2. identifying the main idea 3. identifying the specific information 4. identifying the detail explicitly

4.6	<p>4.6.1 comprehend meaning of a procedure text about manuals, tips contextually related to its social function, text structure and language elements/items</p> <p>4.6.2 creating a procedure text such as manuals, tips both in written and oral form, correctly by considering its social function, text structure and language element based on the context.</p>	<p>8. Recognizing a range of spoken text</p> <p>5. Composing a procedure text</p>
3.4	Differentiate the social function, text structure and language element of some text especially news item both in written and spoken form by giving and getting information about simple news items from newspaper/ radio/ TV based on the context.	<p>1. identifying the pronunciation of some words in a news item</p> <p>2. identifying the topic</p> <p>3. identifying the main idea</p> <p>4. identifying the specific information</p>
4.4	Comprehend meaning of news items text from a newspaper/ radio/ TV contextually related to its social function, text structure and language elements/items	<p>5. editing e news item and reading it aloud</p>

Content and Sequencing

The content of the material was developed based on Permendikbud no 24 as the revision of the 2013 syllabus and the goals which can be seen in the previous table. The material relates to expressions of offering help and suggestion and news item and procedure texts. The materials to be presented are elaborated in the table below:

Table 5

Content and sequencing

No BC (KD)	Content	Sequencing
3.1	<p>a. Expressions of offering help and its responses i.e. :</p> <ul style="list-style-type: none"> - May I help you? - Is there anything I can do for you? - What can I do for you? - How can I help you? - Thanks, you are very kind - If you don't mind - No please don't bother. -Thanks, but I can manage it, etc <p>b. Social functions of expressing offering help</p>	<ul style="list-style-type: none"> - Vocabulary building - Identifying topic - Identifying main idea - Recognizing a range of spoken text - Identifying the social function - Extracting specific information - Extracting detailed information - Identifying the language structure - Constructing a dialogue

	c. Language item: - Structure: may/can + infinitive - Vocabularies : related to daily life activities	- Practicing a dialogue
3.5	If + suggestion: If ...(type I) + - You should - You had better ... - Why don't you ... b. Social functions of expressing suggestion c. Language item: - Structure: Conditional type I + suggestion Vocabularies : related to daily life activities	- Vocabulary building - Identifying topic - Identifying main idea - Identifying the social function - Extracting specific information - Extracting detailed information - Identifying the language structure - Constructing a dialogue - Practicing a dialogue
3.6	a. Procedure Text about: - How to cook something - How to operate something - Tips to do something. b. Text structure of a procedure text : goal, material, steps c. Social function of procedure text d. Language item: - instruction Vocabularies: - related to daily life such as how to cook something, how to operate something, etc - connectors such as first, second, then , etc	- Vocabulary building - Identifying topic - Identifying main idea - Identifying the social function - Recognizing a range of spoken text - Extracting specific information - Extracting detailed information - Identifying the language structure and text structure - Constructing a text - Communicating
3.4	News Item a. Social function b. Text structure c. Language items: Vocabularies related to: - Accident - Natural disaster - Environment - Drug abuse - Crime - Sport	- Vocabulary building - Identifying topic - Identifying main idea - Identifying the social function - Extracting specific information - Extracting detailed information - Identifying the language structure and text structure - Constructing a text - Communicating

The sequence of the materials presentation is graded from the easier one the most complex one in order that students will feel at ease. From the table above it can be seen that the material is not presented based on the sequences of the basic sentences stated in the curriculum but was sequenced from the easier to the more complex ones. The exercises in the developed material were also graded from the easier to the more complex ones.

Format and Presentation

Nation and Macalister said that a course needs to be presented to students in a form that will help learning by using suitable teaching techniques and procedures (Nation 2010 : 9). Based on this statement, the researcher adopted listening activities stated by Tricia Hedge (Tricia Hedge 2014: 249) which cover pre listening, whilst listening and post listening activities.

This technique was integrated with scientific approach. In the first phase – pre activity – the students have a chance to observe and ask question (observing and questioning). In the second phase – whilst activity, the students may collect information. In the last/post activity, the students will analyze the data and communicate what they have learnt (associating and communicating). Each step in the classroom listening activity chose the possible alternatives in this table.

Table 6
The stages of the listening class activity

No	Stage	Activity	Time
1	Pre-listening activity (integrated with observing and questioning)	Observing and Questioning: - Observing maps/pictures and video - Reviewing vocabularies, and pronunciation - Predicting content/ topic	15'
2	Whilst-listening activity (integrated with collecting data and associating)	Collecting Data: - Matching dialogues or monologues with pictures - Arranging sentences - Matching expressions and the responses - Completing sentences - Answering questions in brief.	55
3	Post-listening activity (communicating)	Associating and Communicating: - Identifying the text structure - Identifying language form (grammar) - Constructing a text - Practicing a dialogue or a monologue -	20

In brief, the development process was done as follow:

- Stating the objectives and indicators, determining the materials going to be developed, formulating the teaching learning procedures or determining the stages of listening activity to formulate the course grid,
- developing the listening materials based on what had been planned in the course grid (each material was developed for 2 x 45 minutes presentation),
- creating audio for listening and preparing media supported the teaching activity.

Monitoring and Assessing

The objective of this material development is to develop listening materials which are effective to achieve the targeted competences. To find out how it achieves the goals monitoring and assessing have to be carried out. The activity in the field testing was observed to find out if the objectives were achieved to prove that the developed materials are effective.

The effectiveness of the supplementary listening material

The other important finding is that the developed supplementary listening material has been proven to be effective to be implemented in real class. From the field testing the researcher noted

that the material has become a vehicle to achieve the goals effectively. Here are the findings which convinced us that the product is effective:

Table 7
Objectives achievement

No	Indicators	Activities
1	Identifying the topic of a dialogue	Students could do exercise IV
2	Recognizing a range of spoken text about offering help	Students could do exercise VI
3	Responding and offer	Students could do exercise V
4	Identifying the setting of a conversation	Students could answer question 1 of exercise VII
5	Identifying the roles and the relationship of the participants	Students could answer questions no 4 of exercise VII
6	Extracting specific information	Students could answer questions no 2, 3, 5 of exercise VII
7	Extracting detail information	Students could answer researcher's questions in the discussions and the questions in the evaluation
8	Practicing a dialogue (turn taking)	Students could practice a dialogue/exercise VII

The final Product

Based on all the research carried out the following result can be proposed as follow:

- 1) Student Workbook which consists of four units. The goals, content and the activities had been presented in table 4, 5 and 6 above.
- 2) Audio recording which was created using listening media and cool edit deluxe programs.

Discussion

In this part two points of discussion are presented.

The development of the listening material

Teaching material is a key component in the language program (Richard 2016:251). It is in line with what Nation and Macalister state that it is a vehicle to achieve the goals. Having clear general goals is very important (Nation and Macalister 2010:1). Based on this theory, the researcher started the research by identifying the goals. It was done in the preliminary study. The goals in the 2013 curriculum are reflected in the basic competences.

A good book should meet the students' need (Richard 2006:258). The development of this product started with identifying students' needs which were gained from the document analysis and interview. The content of the book is used for the vehicle to achieve the goals (Nation and Macalister 2010: 2). The material selected and the sequencing represents what to be learnt in the course. The content of the product in this research was gained from the goals and the sequence of the material is graded from the easier to the more complex ones.

A course book must be interesting and use effective techniques. (Nation and Macalister 2010:165). The presentation of the material designed in this research using three phase techniques which are integrated with scientific approach. The first phase – pre activity – is meant to prepare and encourage the students to learn. In the whilst activity, the students learn move intensively to get information and the main content of the material, and in the post activity they get a chance to communicate what they have learnt in the form of writing and speaking activities. Some colourful pictures and various kinds of exercises are presented to make it attractive.

Another criterion of a good book is if the book includes tests and ways of monitoring progress (Nation and Macalister 2010:165). The developed material includes some activities in which the whole process can be monitored if it is effective and useful for listening English class. An evaluation to find out students' achievement is also available.

The effectiveness of the listening material.

The aim of curriculum design is to make a course that has useful goals, that achieves its goals, that satisfies its users and that does this in an efficient way. (Nation and Macalister 2010:9). In line with this theory the development of this listening material aims at achieving the goals of the course or the learning process. To find out how it achieves the goals monitoring and assessing was carried out. The course was monitored during the listening class activity to find out if the product was good or effective. The product also covers an evaluation instrument which was used to measure students' achievement.

One of the principles to be considered in developing a listening material is that the students should be interested and excited about learning the language and they should come to value this learning. (Nation and Macalister 2010:108). From the field testing it can be concluded that the product of this research is effective. Students' response and involvement in the classroom activity and the result of the interview prove that the product satisfies and attract them to learn. Though the result of the achievement was not very high, it was not so bad at the beginning of such kind of activities.

In the reflection, students said that they liked the materials and the activities. They felt that the materials helped them to learn especially in developing their listening skill. The pictures provided and the various exercises are attractive so they learned enthusiastically and did not get bored of joining the class.

The development of a good material follows the principles of curriculum design (Nation 2010:11). To make it effective, this product was developed by following the principles of curriculum design. The goals were identified from the document analysis and interview, the content and sequencing, format and presentation and monitoring and assessment were designed by adopting some theories related to each of them.

The supplementary listening material is appropriate to be used in real class. The material meets the students' needs and arouses their interest. It is badly needed in the class since it has various activities, meets the basic competence and is completed with evaluation. It is also equipped with recording so the teacher do not need to read it and the students get accustomed to listening native speaker-like pronunciation. It can be used as a model in developing similar listening material for any other language functions and text types.

Conclusion and Suggestion

Based on the analysis in the findings and discussion the conclusion can be summarized as follow:

1. The study is categorized as Research and Development (R&D) study. The ten steps were simplified into three: preliminary study, development and field testing. It started from identifying the goals which was done in the preliminary study by having document analysis, classroom observation and interview, developing the material and field testing. The material development adopted Nation and Macalister's curriculum design model. Having determined the goals, the development of the material considered the content and sequencing, format and presentation and gave a space for monitoring and assessment.
2. The result of the field testing convinced that the product of this research is effective, beneficial and appropriate as a listening material. Therefore, it can be used in grade XII of Senior High Schools, especially in SMA Negeri 2 Playen.

Suggestions and Implementation of the product

In this last part of this paper, some points are suggested in order that the product gives more benefits. The suggestions are as follows:

1. This product was developed based on the students' need, document analysis, experts' judgment and the perception of some teachers of XII grade students from different schools. Therefore, this product can be used not only in SMA N 2 Playen where the research was conducted but in other schools as well.
2. The activities in this listening material can be modified with other kinds of activities to make it more interesting and challenging. For example: teacher can give more questions for the same recording after an exercise is done.

To develop a supplementary material the content and sequences must be designed from the easier to the more difficult ones.

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